



**THE IMPLEMENTATION OF THREE-STEP INTERVIEW TECHNIQUE
IN TEACHING SPEAKING TO THE ELEVENTH GRADE STUDENTS
OF SMA 1 JEKULO KUDUS IN 2015/2016 ACADEMIC YEAR**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2016



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education**

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UNIVERSITY OF MURIA KUDUS
2016**

MOTTO AND DEDICATION

MOTTO

- *It is nice to important, but it is more important to be nice*
- *The greatest pleasure in life is doing what people say you cannot do*
- *If we give our best in something we love, we will enjoy the victories from the bottom of our heart*
- *My position in life is equal to the sum of all decisions I have made, or allowed others to make for me because what I choose is what I am.*
- *Do it now, sometimes “later” becomes “never”*
- *The best way to predict the future is create it (Peter Drucker)*

DEDICATION

The skripsi is dedicated to:

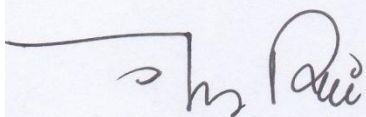
- The researcher’s beloved father and mother (Mr. Asmawi and Mrs. Nur Rohmah)
- The researcher’s lovely Aunt (Mrs. Sulastri)
- The researcher’s closed friends
- The researcher’s advisors (Mr. Drs. Suprihadi, M.Pd and Mrs. Nuraeningsih S.Pd., M.Pd)
- All researcher’s lecturers in Muria Kudus University
- All the researcher’s friends in English Education Department in Muria Kudus University

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Dwi Yuni Norfiyanti (2011-32-133) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, Desember 2015

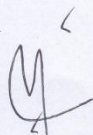
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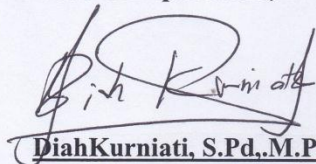
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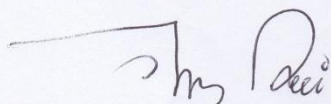
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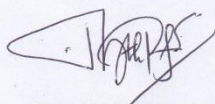
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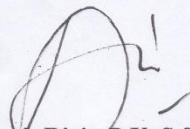
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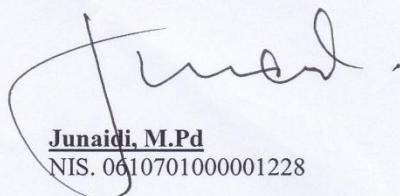
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Kudus, Desember 2015

Dwi Yuni Norfiyanti

ABSTRACT

Norfiyanti, Dwi Yuni. 2016. *The Implementation of Three-Step Interview Technique in Teaching Speaking to the Eleventh Grade Students of SMA 1 Jekulo Kudus in 2015/2016 Academic Year*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Drs. Suprihadi, M.Pd. (ii) Nuraeningsih, S.Pd, M.Pd.

Key words: *Speaking, Three-Step Interview Technique, Experimental Research.*

Speaking is the main skill that has an important role in learning language. It is because the main purpose of learning foreign language is the ability to communicate using the target language. By speaking the people can express their ideas orally and communicate with others easily. But, in teaching speaking there are some problems. Some of them are the errors made by the students in components of speaking namely pronunciation, grammatical accuracy, vocabulary, fluency, and comprehension. This condition happened in SMA 1 Jekulo Kudus. The students had lack vocabulary, understanding of grammatical patterns and practicing of English speaking, so, they were passive. There are some students who got the score under passing grade score, the passing grade score is 75. Meanwhile one of the purpose of teaching English is students should have capabilities to develop the competency of communication in spoken (orally). After analyzing the problems, the researcher applied the Three-Step Interview Technique as a technique in teaching speaking.

The objective of this research is to find whether there was a significant difference between the speaking ability of the eleventh grade students of SMA 1 Jekulo Kudus in 2015/2016 academic year before and after being taught by using Three-Step Interview Technique”.

The design of this research is experimental research with pre-test and post-test design. The population of the study was eleventh grade students of SMA 1 Jekulo Kudus in 2015/2016 academic year. The number of the population was 340 students divided into ten classes. The sample is taken by using cluster random sampling. And the sample is XI-IPA 4 which consists of 33 students. The data were taken from oral test.

The result of the research showed that the mean score of the speaking ability of the students before being taught by using Three-Step Interview Technique is **59.39** and the mean score of the speaking ability of the students after being taught by using Three-Steps Interview Technique is **81.36** and t-obtained **15.46** in the level of significance $\alpha = 0.05$ and degree of freedom “N-1, 33-1=32, the t (table) is **2.042**. While, the t (obtained) value is 15.46 falls in critical region”. Because t (obtained) falls in the critical region, the research hypothesis H_a , which states that there is a significant difference between the speaking ability of the eleventh grade students of SMA 1 Jekulo Kudus in academic year

2015/2016before and after being taught by using Three-Step Interview Technique”, was confirmed.

Based on the result,Three-Steps Interview Technique as teaching technique was effective to be used in teaching speaking. Then, the researcher suggests the teacher to use Three-Step Interview Technique because this technique makes the students more active in speaking through interview each other.



ABSTRAKSI

Norfiyanti, Dwi Yuni. 2016. *Penerapan Three-Step Interview Technique pada Pengajaran Berbicara untuk Siswa Kelas Sebelas SMA 1 Jekulo Kudus Tahun Akademik 2015/2016*. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Drs. Supriyadi, M.Pd. (ii) Nuraeningsih, S.Pd, M.Pd.

Kata Kunci: Berbicara, “*Three-Step Interview Technique*”, penelitian eksperimental.

Berbicara merupakan keterampilan utama yang mempunyai peranan penting dalam pengajaran bahasa. Ini dikarenakan tujuan utama dari pembelajaran bahasa asing adalah kemampuan untuk berkomunikasi menggunakan target bahasa. Dengan berbicara orang-orang dapat mengungkapkan ide mereka dan berkomunikasi dengan mudah. Namun, ada beberapa masalah dalam pengajaran berbicara, Masalah yang selalu muncul, diantaranya adalah kesalahan yang dibuat oleh siswa dalam pelafalan, ketepatan struktur kebahasaan, kosa-kata, kefasihan, dan pemahaman. Kondisi tersebut juga terjadi pada siswa di SMA 1Jekulo Kudus. Siswa mengalami kesulitan dalam kosa-kata, struktur kebahasaan, dan praktik berbicara dalam bahasa Inggris dan mereka menjadi pasif di kelas. Ada beberapa siswa yang mendapatkan nilai dibawah KKM, KKM nya yaitu 75. Sementara salah satu dari tujuan pengajaran Bahasa Inggris adalah siswa harus memiliki kemampuan untuk meningkatkan kompetensi dalam berkomunikasi secara lisan (langsung). Setelah menganalisa masalah, peneliti mengaplikasikan *Three-Step Interview* sebagai teknik dalam pengajaran berbicara dalam Bahasa Inggris

Tujuan dari penelitian kali ini adalah untuk mengetahui kemungkinan adanya perbedaan atas kemampuan keterampilan berbicara siswa kelas sebelas SMA 1 Jekulo Kudus tahun akademik 2015/2016 sebelum dan sesudah diajar menggunakan *Three-Step Interview Technique*.

Model penelitian ini adalah penelitian eksperimen dengan menggunakan pre-test dan pos-test. Populasi pada penelitian kali ini adalah siswa kelas sebelas SMA 1 Jekulo Kudus tahun akademik 2015/2016 yang berjumlah 340siswa yang terbagi menjadi 10 kelas. Sampel di ambil secara acak berdasarkan kelas. Dan sampel dari penelitian ini adalah siswa kelas XI-IPA 4 yang terdiri dari 33 siswa. Data diambil dari hasil tes lisan.

Hasil perhitungan, menunjukkan nilai rata-rata keterampilan berbicara pada siswa kelas sebelas sebelum diajar menggunakan *Three-Step Interview Technique* adalah **59.39** dan nilai rata-rata keterampilan berbicara pada siswa kelas sebelas sebelum diajar menggunakan *Three-Steps Interview Technique* adalah 83.63 dan t(hasil) adalah di tingkat signifikan $\alpha = 0.05$ dan derajat bebas N-1, 33-1=32, dan t (tabel) pada **2.042**. Sedangkan t (hasil) menunjukkan angka **15.46** jatuh di daerah ktitis. Sebab t (hasil) jatuh di daerah kritis, Itu berarti hipotesis

penelitian kali ini adalah H_a , menyatakan bahwa ada perbedaan atas kemampuan keterampilan berbicara siswa kelas sebelas SMA 1 Jekulo Kudus tahun akademik 2015/2016 sebelum dan sesudah diajar menggunakan *Three-Step Interview Technique*.

Berdasarkan hasil diatas, *Three-Step Interview Technique* efektif untuk siswa dalam pengajaran bahasa inggris. Kemudian peneliti menyarankan guru untuk menggunakan *Three-Step Interview Technique* karena teknik ini membuat para siswa lebih aktif mealui wawancara satu sama lain.



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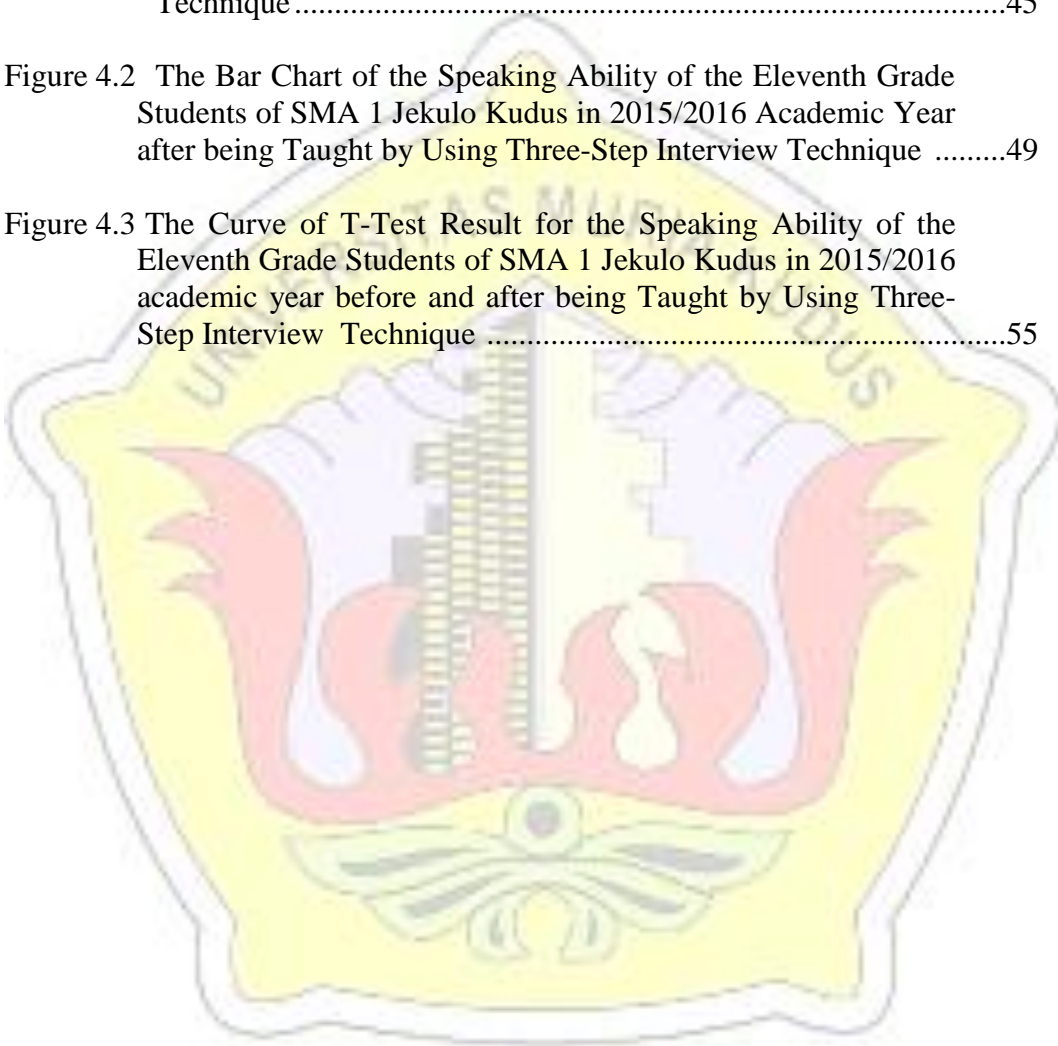
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